

# Standards Based Education and Special Education

Augusta Civic Center  
John Malley

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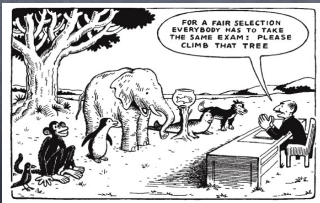
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## STANDARDS-BASED & LEARNER-CENTERED LEARNING

A Reflection about Special Education



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## Why Change?

- 82% of Maine children graduate high school.
- 10 high school drop outs cost Maine \$1 million in their first year not attending school. Trend grows every year.
- The earnings of Maine workers with a bachelor's degree are more than 50% higher than for those with only a high school diplomas.

• Mitchell Institute Research Brief, 2011

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## Why Change Academics?

- On average, 18% of Maine AP students earn a 3, or better, on AP exams.
- 57% of Maine children that progress to college graduate from college.
- Only 20% of Maine children that progress to community college after H.S. finish.
- MELMAC Foundation Data, 2011

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## A Culture of Checking and Adjusting (Being Flexible)

### FORCE FIELD ANALYSIS

A theory developed by Kurt Lewin, a pioneer in the field of social sciences, for diagnosing situations. It is useful when looking at the variables involved in planning and implementing a program change

The tool assumes that in any situation there are both driving and restraining forces that influence any change that may occur.

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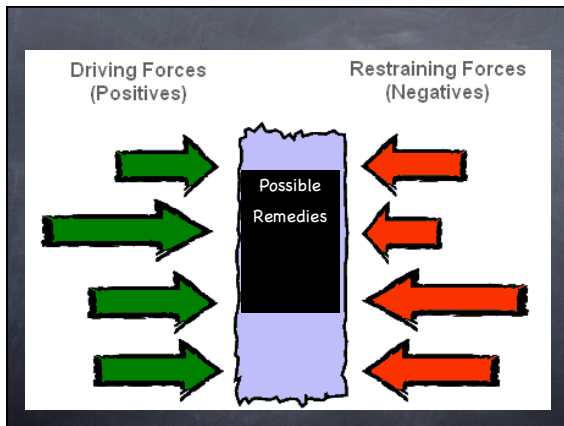
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Driving Forces (Positives)

Driving forces are those forces affecting a situation that are pushing in a particular direction; they tend to start a change and keep it going. In terms of improving productivity in a classroom, pressure from the teacher, extrinsics like good grades, and intrinsics like changes in attitudes may be examples of driving forces.

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Decrease the driving forces. Apathy, lack of skills, and poor content knowledge may be examples of restraining forces against increased productivity in the classroom.

Restraining Forces (Negatives)

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Classroom example of how checking and adjusting became part of the culture at Hall-Dale High School. In this case it was a problem a class had in practicing standard operating procedures (SOP). But we used it for any problem that caused us to get off track of our goal of creating a standard-based school or classroom

How do we get more people back on track for the SOP's

Support Plan  
List D/D  
Set goals  
Visual poster  
Rewards  
Food Rewards  
Pizza Party

Holding me back  
Self  
I don't know what to do  
You don't love doing it  
not serious enough  
PROCASTINATION!!  
Mr. Schiro  
Prioritizing  
Not a good networking  
System with some teachers

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What am I learning (Plan), Why am I learning this (Plan), How do I show you I am learning this (Do), What do I do after I finish learning this (Plan, Adjust)????

I want to finish today (Plan, Do)

I met my goal (Check)	I exceeded my goal	I did not meet my goal and so I need (Adjust)

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# Common Core

- Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 CFR§300.39, 2004). Therefore, how these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students.

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## Common Core

- In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening (English language arts), their instruction must incorporate supports and accommodations, including:
- Supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum (IDEA 34 CFR §300.34, 2004).

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## Common Core

- An Individualized Education Program (IEP) which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.
- Teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services.
- For some students with the most significant cognitive disabilities to have meaningful access to certain standards, those standards may need to be adjusted. However, standards should be adjusted only after students receive access to multiple means of learning and opportunities to demonstrate knowledge. Any adjustments must be aligned with and retain the rigor and high expectations of the Common Core State Standards.

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## Student-centered learning:

Embraces student voice and choice through varied learning opportunities that occur year-round and take place inside, as well as outside of schools; project-based learning, internships, experiential learning, career technical education, peer learning, technology and apprenticeships.

Shows students learn in a variety of environments, from a variety of sources, and at different paces based on individual learning needs.

Presents opportunities for students to analyze and think critically, write and speak effectively, and collaboratively solve complex problems today and in the future.  
Includes the community and its resources as an important part of the learning process.

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## Student-Centered Learning continued:

Integrates a rigorous, focused curriculum with instruction and standards-linked assessments.

Enables students to clearly understand what they should know and be able to do as a result of their learning.

Incorporates demonstrations as well as traditional tests to measure when a student has mastered the skills and content, thus providing an accurate gauge of how well students are learning and when advancement to the next stage is appropriate.

Develops in the learner a sense of self-worth, cultural awareness, and ethical and social responsibility.

Ensures that students are able to set goals, manage time, and demonstrate an effective work ethic.

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## Universal Design & the SBE World

- Provide Multiple Means of Representation
- Provide Multiple Means of Action and Expression
- Provide Multiple Means of Engagement

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## UD1 MMR

- Provide options for perception
  - Options that customize the display of information
  - Options that provide alternatives for auditory information
  - Options that provide alternatives for visual information

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## UD1 MMR

- Provide options for language and symbols
  - Options that define vocabulary and symbols
  - Options that clarify syntax and structure
  - Options for decoding text or mathematical notation
  - Options that promote cross-linguistic understanding
  - Options that illustrate key concepts non-linguistically

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## UD1 MMR

- Provide options for comprehension
  - Options that provide or activate background knowledge
  - Options that highlight critical features, big ideas, and relationships
  - Options that guide information processing
  - Options that support memory and transfer

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## UD2 MMA/E

- Provide options for physical action
  - Options in the mode of physical response
  - Options in the means of navigation
  - Options for accessing tools and assistive technologies

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## UD2 MMA/E

- Provide options for expressive skills and fluency
  - Options in the media for communication
  - Options in the tools for composition and problem solving
  - Options in the scaffolds for practice and performance

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## UD2 MMA/E

- Provide options for executive functions
  - Options that guide effective goal-setting
  - Options that support planning and strategy development
  - Options that facilitate managing information and resources
  - Options that enhance capacity for monitoring progress

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## UD3 MME

- Provide options for recruiting interest
  - Options that increase individual choice and autonomy
  - Options that enhance relevance, value, and authenticity
  - Options that reduce threats and distractions

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## UD3 MME

- Provide options for sustaining effort and persistence
  - Options that heighten salience of goals and objectives
  - Options that vary levels of challenge and support
  - Options that foster collaboration and communication
  - Options that increase mastery-oriented feedback

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## UD3 MME

- Provide options for self-regulation
  - Options that guide personal goal-setting and expectations
  - Options that scaffold coping skills and strategies
  - Options that develop self-assessment and reflection

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## The Importance of Learner Traits

- self-advocacy
- organization skills
- goal setting, planning
- self-knowledge of learning style
- ability to use feedback
- ability to reflect on actions

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## Instruction

- Clear learning objectives
- Direct instruction – whole group, small group, individual
- Group work – develop student skills for working in a group
- Errorless teaching in the general education setting

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## Instruction

- Build a culture on feedback – positive – specific – improvement
- Formative Assessments
- Provide time structure in the beginning – predict together amount of time needed for task completion; what will a completed task look like; how to use feedback to improve

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## Instruction

- Another critical element of a standards based approach to education is that it disaggregates students educational performance from their behavioral and/or organizational difficulties.
- Grades in classes do not include elements such as behavior, participation, and should not reflect whether or not a student completed all assignments.
- The key question is: can the student demonstrate proficiency on the measurement topics?

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## Interventions

start thinking interventions for all ..... making a difference early

- The beauty of the Standards Based approach to education is that it encourages educators (both special and general education) to examine the differing ways that student can demonstrate proficiency on measurement topics based on their unique learning style.
- Interventions move from being understood as something done with "some" students to "ALL" students.
- This increases the likelihood of success in the general education setting for students with special education needs.

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## IEP

- Communication of accommodations
- Assistive technology
- Present levels of academic, functional, performance – where are students on the continuum of standards
- By connecting standards to a students IEP (Present Level and goals), we create a common language for general and special educators.

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## Parent wish list

- Communication
- Completion dates for assignments (tasks)
- Feedback – on a regular basis
- Clear expectations for work to be completed outside of school

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